

## HAMPTON ELEMENTARY

PO Box 687

Hampton, South Carolina

<b>Grades</b>	4-6 Elementary School	
<b>Enrollment</b>	396 Students	
<b>Principal</b>	Eric D. Robinson	803-943-3251
<b>Superintendent</b>	Douglas E. McTeer, Jr.	803-943-4576
<b>Board Chair</b>	Mrs.Libby Murdaugh	803-943-2814

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Average
2009	Below Average	Average
2008	Below Average	Average
2007	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

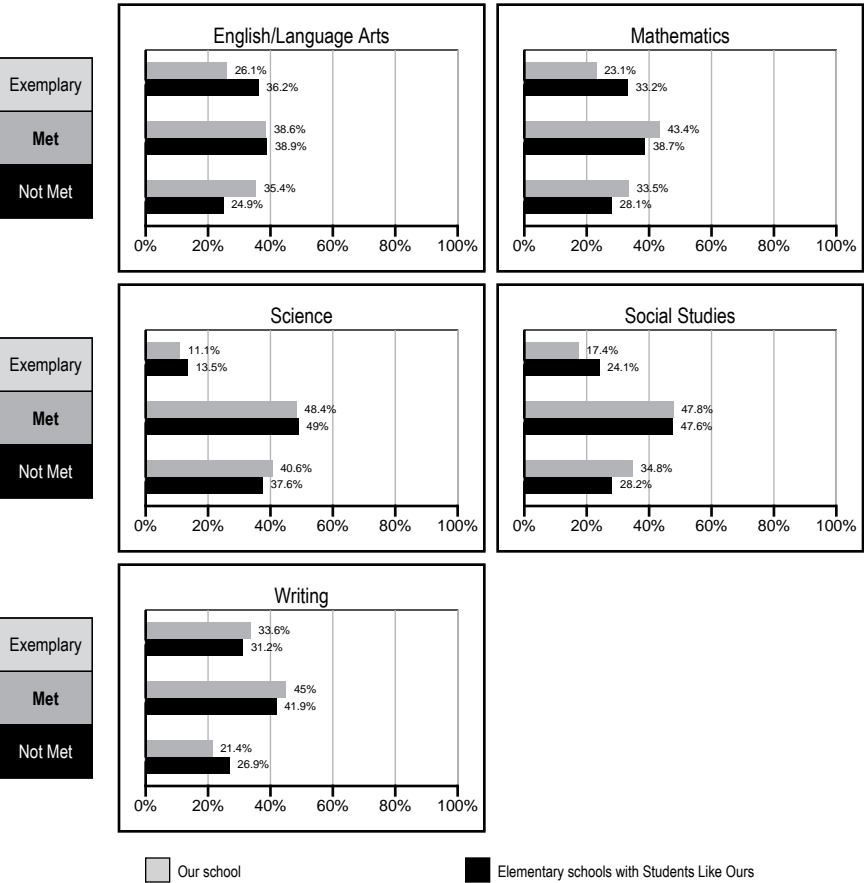
96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
6	22	86	9	0

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=396)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.3%	Up from 0.2%	1.2%	1.1%
Attendance rate	96.4%	Up from 96.1%	95.9%	96.2%
Served by gifted and talented program	5.4%	Up from 5.2%	11.9%	13.4%
With disabilities other than speech	6.8%	Down from 9.5%	5.1%	4.1%
Older than usual for grade	3.3%	Up from 2.7%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=26)</b>				
Teachers with advanced degrees	61.5%	Down from 63.0%	59.7%	62.5%
Continuing contract teachers	96.2%	Down from 100.0%	90.0%	88.2%
Teachers returning from previous year	93.8%	Down from 97.5%	87.5%	87.8%
Teacher attendance rate	95.3%	Up from 94.2%	95.1%	95.2%
Average teacher salary*	\$46,522	Up 0.2%	\$46,593	\$46,773
Professional development days/teacher	12.0 days	Up from 11.9 days	11.3 days	10.5 days
<b>School</b>				
Principal's years at school	8.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 19.1 to 1	19.6 to 1	19.9 to 1
Prime instructional time	90.5%	Up from 89.5%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.3%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,712	Up 29.3%	\$7,482	\$7,447
Percent of expenditures for instruction**	53.6%	Down from 67.4%	67.0%	68.4%
Percent of expenditures for teacher salaries**	52.1%	Down from 63.8%	64.6%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## Report of Principal and School Improvement Council

The faculty and staff of Hampton Elementary School have worked diligently over the 2010-2011 school year to give all students the best quality education. In dealing with a very diverse group of learners, teachers at Hampton Elementary School must use innovative strategies to give instruction.

Throughout the year, teachers worked to enhance reading and writing instruction in the classroom. Language Arts teachers received numerous hours of professional development on implementing guided reading and small group instruction in the classroom. To further develop reading and writing, numerous adjustments were made to the schedule to allow more time for students to read independently. With funding from a grant, our school media center was open extended hours, which included weekends and after school. The grant also provided a Promethean Board and other technology to enhance reading in the media center.

It is the goal of Hampton Elementary to provide students with opportunities in the arts and music. Students in 5th grade had the opportunity to audition for the HES Dance Team, and band was offered to students in the 6th grade. Several HES students won numerous local and regional art contests, with one student winning on the state level.

This year the guidance counselor worked with teachers to implement strategies that would promote positive behavior in the classroom. Students that demonstrated good behavior were rewarded with parties, field trips, and intramural sport activities. The strategies were effective in lowering discipline problems that would interfere with learning.

Hampton Elementary School would like to thank the teachers, parents, and students for a very productive school year. As we move forward, the educators at HES will continue to strive to challenge students to achieve.

Eric Robinson, Principal  
Shannon Zeigler, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	128	64
Percent satisfied with learning environment	84.2%	65.4%	84.1%
Percent satisfied with social and physical environment	78.9%	77.3%	84.1%
Percent satisfied with school-home relations	52.6%	82.0%	73.0%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	NO
---------------------------------	----

This school met 16 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	RP
---------------------------	----

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	14.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group										
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	404	100	35.4	38.6	26.1	73.9	76.5	82.4	No	Yes
Gender										
Male	205	100	39.4	39.4	21.3	70.7	71.7	78.7	N/A	N/A
Female	199	100	31.4	37.8	30.9	77.1	81.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	189	100	28.6	41.7	29.7	81.1	81	88.9	Yes	Yes
African American	210	100	42.3	35.7	21.9	66.8	72.1	72.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	51	100	81.6	14.3	4.1	24.5	33.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	90.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	299	100	40.4	38.6	20.9	68.6	72.1	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	404	100	33.5	43.4	23.1	77.1	75.3	81.9	Yes	Yes
Gender										
Male	205	100	36.2	38.8	25	74.5	72.2	79.9	N/A	N/A
Female	199	100	30.9	47.9	21.3	79.8	78.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	189	100	24	43.4	32.6	82.3	79.5	88.9	Yes	Yes
African American	210	100	42.9	43.4	13.8	71.9	71.2	71.4	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	51	100	81.6	14.3	4.1	36.7	31.9	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	90.9	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	299	100	39.7	41.9	18.4	72.6	70.1	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	264	99.6	40.3	48.6	11.1	59.7	59.8	68.6
<b>Gender</b>								
Male	128	99.2	42.2	42.2	15.5	57.8	57.2	68.3
Female	136	100	38.6	54.3	7.1	61.4	62.4	68.9
<b>Racial/Ethnic Group</b>								
White	126	100	28.9	54.4	16.7	71.1	69.3	80.7
African American	134	99.3	52	42.4	5.6	48	50.3	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	31	100	N/AV	N/AV	N/AV	17.2	20	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	193	100	46.6	45.5	7.9	53.4	54.2	57.3

<b>Social Studies</b>								
All Students	262	99.6	34.6	48	17.5	65.4	61.6	72.5
<b>Gender</b>								
Male	132	99.2	37.2	42.1	20.7	62.8	60	72
Female	130	100	32	53.6	14.4	68	63.4	73.1
<b>Racial/Ethnic Group</b>								
White	114	100	29	49.5	21.5	71	67.7	81
African American	146	99.3	39.4	47.4	13.1	60.6	56.5	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	30	100	79.3	13.8	6.9	20.7	27.1	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	200	99.5	38	47.1	15	62	58.6	62.9

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	137	99.3	20.8	45.4	33.8	79.2	70.5	73.2	96.4	96.4
Gender										
Male	67	100	31.3	39.1	29.7	68.8	60.5	67.2	96.1	96.2
Female	70	98.6	10.6	51.5	37.9	89.4	80.6	79.4	96.7	96.6
Racial/Ethnic Group										
White	71	100	14.5	49.3	36.2	85.5	80.2	81.5	95.4	95.5
African American	63	98.4	29.3	41.4	29.3	70.7	61.2	61.3	97.2	97
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	99.3	97
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	66.7	97	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	97.8
Disability Status										
Disabled	21	100	66.7	28.6	4.8	33.3	25.7	26	95.3	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	65.7	98.9	96.3
Socio-Economic Status										
Subsidized meals	94	100	27	46.1	27	73	63.3	63.2	96.1	96.1

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample



## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	139	100	28.6	38.3	33.1	71.4
	5	137	100	40.6	40.6	18.8	59.4
	6	140	100	30.9	47.8	21.3	69.1
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	123	100	40	35.7	24.3	60
	5	142	100	23.7	45.8	30.5	76.3
	6	139	100	43.1	33.8	23.1	56.9
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	139	100	32.3	45.9	21.8	67.7
	5	137	100	51.1	37.6	11.3	48.9
	6	140	100	35.3	39	25.7	64.7
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	123	100	33	42.6	24.3	67
	5	142	100	33.6	42	24.4	66.4
	6	139	100	33.8	45.4	20.8	66.2
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	139	100	34.6	55.6	9.8	65.4
	5	68	100	50.8	44.6	4.6	49.2
	6	70	97.1	60.6	34.8	4.5	39.4
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	123	100	39.1	50.4	10.4	60.9
	5	72	100	37.9	51.5	10.6	62.1
	6	69	98.6	45.2	41.9	12.9	54.8
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	139	100	32.3	51.9	15.8	67.7
	5	69	100	51.5	32.4	16.2	48.5
	6	70	98.6	32.4	42.6	25	67.6
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	123	100	32.2	50.4	17.4	67.8
	5	70	100	35.4	41.5	23.1	64.6
	6	69	98.6	37.9	50	12.1	62.1
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	140	98.6	31.6	41.4	27.1	68.4
	5	136	100	39.1	36.8	24.1	60.9
	6	141	98.6	36.8	46.3	16.9	63.2
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	137	99.3	20.8	45.4	33.8	79.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample